

رابطة الطلبة السوريين في مصر



إعداد مرهف كمال الجاني

منتدى الطلبة السوريين في مصر

المنتدى التربوي الجامعي في سورية

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**دور مديري المدارس الثانوية بمحافظة غزة
في تحسين المناخ التنظيمي بمدارسهم
وسبل تطويره**

2008 - 1429



(105)

إلى روح الرجل الذي كان يردد دائماً وبصدق: عاشت أمتنا المجيدة...
إلى روح الرجل الذي كان يردد دائماً وبصدق: عاشت فلسطين عربية
حرة من النهر إلى البحر...

إلى روح الرجل الذي كان خير نصير وداعم لفلسطين ومدافعاً عنها،
وعن أمته العربية...

إلى روح الرجل الذي واجه الموت بكل شجاعة ...

إلى روح شهيد الأمة العربية الرئيس القائد المجاهد: صدام حسين
فسلام لروحك الطاهرة مع النبيين والصدِّيقين ...

وأخر دعوانا أن الحمد لله رب العالمين

قائمة المحتويات

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قائمة الجداول

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140	ANOVA : (32)	32
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142	ANOVA : (34)	34
143	: (35)	35
144	- (Bonferroni) : (36)	36
148	: (37)	37

قائمة الملاحق

167	(1)	1
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ملخص الدراسة

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Abstract

"The role of the secondary schools head teachers in Gaza governorates in improving organizational climate in their schools and the ways to develop it"

The study aims at identifying the role of secondary schools head teacher in Gaza governorates in improving organizational climate in their schools and the ways to develop it from the viewpoint of teachers' throughout answering the following questions:

- 1) At what degree do the secondary schools head teachers in Gaza governorates practise their role in improving organizational climate from teachers' point of view?
- 2) Are there any statistically significant differences on the level of the function ($\alpha \leq 0.05$) among teachers estimation average for their head teachers role in improving organizational climate in their schools which are significantly attributed to (sex, scientific qualification, years of service, educational region)?
- 3) What are the ways to develop the role of secondary schools head teachers in Gaza governorates in improving organizational climate in their schools?

- The researcher has used the analytical descriptive method, because it is suitable to the subject of study.
- The society of study includes all the teachers (male and female) of secondary schools all over Gaza governorates for the studying year (2007-2008), their number (3294) (M-F).
- The sample of study consists of (515) teachers, who have been selected by the clustered random sampling method.
- To achieve the aims of the study, the researcher prepared a questionnaire of five fields including the role of head teachers towards:(teachers, students, curriculum, buildings and school equipments, and local community).
- The questionnaire contains (66) statements have been distributed on the five fields, in addition to the open question about the ways to develop the role of secondary schools head teachers in improving the organizational climate in their schools.
- T-Test and analyzing One way ANOVA have been used to verify the hypotheses.
- The researcher used the SPSS program to analyze the responses of sample individuals.

The Results of study:

- 1- The degree of the secondary schools head teachers in Gaza governorates who practise their role to improve the organizational climate from teachers' point of view was good and the relative arithmetic mean was 75.37%.
- 2- The most fields are practised by head teachers to their role in improving organizational climate in their schools from teachers' point of view in order as follows: their role towards school buildings, facilities and equipment. Then towards teachers, students, curriculum and finally towards the local society.
- 3- There are statistically significant differences among the teachers estimations average for the head teachers practice degree and their role in improving the organizational climate in their schools in two fields: teachers, buildings,

facilities, and school equipment and combined fields of study, attributed to sex variable which in favor males.

- 4- There are no statistically significant differences among the teachers estimations average for the head teachers practice degree and their role in improving the organizational climate in their schools in the fields: students, curriculum and local community refer to sex variable.
- 5- There are no statistically significant differences among the teachers estimations average for the head teachers practice degree and their role in improving the organizational climate in their schools, attributed to the scientific qualification, years of service for all study fields.
- 6- There are no statistically significant differences among the teachers estimations average for the head teachers practice degree and their role in improving the organizational climate in their schools in two fields: teachers and curriculum attributed to educational region.
- 7- There are statistically significant differences among the teachers estimations average for the head teachers practice degree and their role in improving the organizational climate in their schools in fields: students, buildings, facilities, and school equipment and local community and all fields together attributed to educational region.

Researcher recommends:

- 1- The secondary schools head teachers have to work constantly to improve the organizational climate in their schools by making plans and programs in order to achieve that, and making good impressions for the scholastic team about school environment that affect their behaviors and performance.
- 2- Teachers have to share more in making school decisions which positively reflect their performance and increase their sense of belonging to the school and raise their morale moreover to improve the organizational climate at school.
- 3- The secondary schools head teachers have to identify needs and problems of their students by making efforts to satisfy their needs, which make them comfortable and tranquility in a safe and stimulating environment.
- 4- To activate the relationship between school and local community to be a complementary relationship which lead to improve the organizational climate of the school.
- 5- Directorate of education in each region must introduce moral and Material incentives for head teacher who work hard to improve the organizational climate in their schools continuously by designing a standard for measure purpose for achieving its aims efficiently to develop the educational process.

الفصل الأول

الإطار العام للدراسة

- ❖ المقدمة
- ❖ مشكلة الدراسة
- ❖ فروض الدراسة
- ❖ أهداف الدراسة
- ❖ أهمية الدراسة
- ❖ حدود الدراسة
- ❖ مصطلحات الدراسة

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Kinzer,1983:) .

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.(Newell, 1993: 234)

.(Carpenter,2002: 61)

(Brown, 2001)

(Brice, 1999)

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الفصل الثاني الإطار النظري

أولاً: المناخ التنظيمي:

- ❖ المدرسة كمنظمة تعليمية
- ❖ مفهوم المناخ التنظيمي
- ❖ خصائص المناخ التنظيمي
- ❖ أهمية المناخ التنظيمي
- ❖ أبعاد المناخ التنظيمي ونماذجه
- ❖ عناصر المناخ التنظيمي
- ❖ أنماط المناخ التنظيمي
- ❖ قياس المناخ التنظيمي

ثانياً: دور مدير المدرسة في تحسين المناخ التنظيمي بمدرسته:

- ❖ مفهوم الإدارة المدرسية وأهدافها
- ❖ إدارة المدرسة الثانوية
- ❖ مفهوم مدير المدرسة
- ❖ دور مدير المدرسة في تحسين المناخ التنظيمي بمدرسته:
 - دور مدير المدرسة تجاه المعلمين
 - دور مدير المدرسة تجاه الطلبة
 - دور مدير المدرسة تجاه المناهج الدراسية
 - دور مدير المدرسة تجاه الأبنية والمرافق والتجهيزات المدرسية
 - دور مدير المدرسة تجاه المجتمع المحلي

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المبحث الأول: المناخ التنظيمي:

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(Litwin & Stringer,1968)

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" (1997 :51) "

.(Litwin & Stringer)

" (Schneider & Snyder,1975)

" (2004 :88) "

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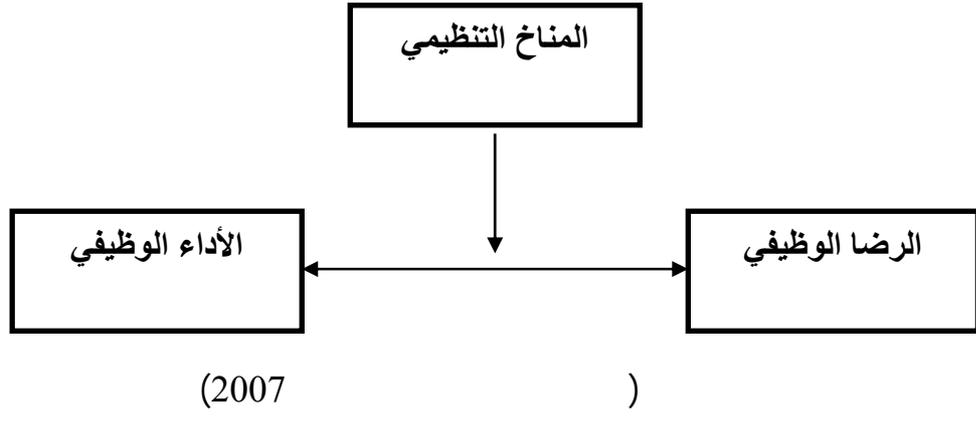
.(21 :1987)

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(Tagiuri,1988)

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:(Halpin & Croft) -5

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(2002 :169) .

(1993 :219) .

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(Halpin & Croft)

(42-40 :2007) :

:Open Climate -1

:Autonomous Climate -2

:Controlled Climate -3

:Familiar Climate -4

:Parental Climate -5

:Closed Climate -6

(Halpin & Croft)

(2001 :260)

(2006 :151)

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(Forehand,1968)

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المبحث الثاني: دور مدير المدرسة في تحسين المناخ التنظيمي بمدرسته:

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(166 :2001)

الفصل الثالث الدراسات السابقة

❖ أولاً: الدراسات العربية

❖ ثانياً: الدراسات الأجنبية

❖ ثالثاً: التحقيب على الدراسات السابقة

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Organizational Climate Description (O.C.D.Q)

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(King,1994)		-3
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Organizational Climate Description Questionnaire

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Organizational Climate (O.C.D.Q)

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"The relationship between students perceptions of school climate and academic achievement in Catholic middle schools"

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Booker, (2003) .2

"Teachers and principals perceptions of leadership styles and their relation to school climate"

(1080) (36)
Tennessee

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-:
Haykins, (2002) .3

"A study of perceptions of leadership behavior on school climate in international school"

(18)

(133)

(9)

(%50)

•
-: Brown, (2001).4

" ()

"The relationship between organizational climate and job satisfaction of selected urban middle school teachers in the Clark County School District (Nevada)"

(19)

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(285)

(15)

%70

(197)

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(0.05 – 0.01)

(0.05) (0.01) ()

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Brice, (1999)

"The Relationship among School Climate, Teacher Job Satisfaction, And Selected Demographic Variables in Selected High Schools in south Mississippi"

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School Climate " : : " : Survey

Satisfaction Teacher Survey "

-.: Smith, (1998).6

"

"

"A study of the relationship between teachers perceptions of the leadership behaviors of principals and the organizational climate in secondary school of Alabama"

(131) (9)

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(0.01)

(0.88)

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-.: Gilsinger, (1998).7

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"School Climate and Teacher Absenteeism in Arizona Elementary Schools"

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(Organizational Climate Description Questionnaire Revised "

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(Elementary

Teacher Absence Survey

(10)

(292)

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(2001) (2002) (2002) (2003
Brown,) (1996) (1999) (2000)
(Smith, 1998) (2001
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(2001) (2001
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(2007)
) (2002) (2003) (2007)
(Smith, 1998) (Brown, 2001) (1996) (2001
(2000)

Organizational (O.C.D.Q)

Climate Description Questionnaire

(2004) (1999) (2002)
(1990) (1994)

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) (2007) (2007) :
(2001) (2001) (2002)
(Brown, 2001) (1990) (2000)
(Gilsinger, 1998) (Brice, 1999)

) (2000) (2003)
(1994) (2004) (1999)
(Haykins,2002) (Booker,2003)
(1996)

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(Hohl, 2006) (2001) (2002)
(1994)

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(2002) (2003) (2007)
(1996) (2004) (2001)
(Smith, 1998) (Brice, 1999) (1994)

(2001) (2002)
(1994) (2000) (2000)
(Booker, 2003) (Hohl, 2006) (1990)
) (Gilsinger, 1998) (Brown, 2001)
- -) (2001) (2007)
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(Brice, 1999)

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(Brown, 2001)

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الفصل الرابع الطريقة والإجراءات

❖ منهج الدراسة

❖ مجتمع الدراسة

❖ عينة الدراسة

❖ أداة الدراسة

❖ صدق وثبات أداة الدراسة

❖ إجراءات تطبيق أداة الدراسة

❖ المعالجات الإحصائية

()

-104 :1991

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.(105

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(3294)

(2008-2007)

.(2008

:(1)

548	212	336	%16.81	19	9	10	
600	257	343	%18.58	21	11	10	
461	238	223	%15.04	17	10	7	
511	248	263	%15.04	17	9	8	
707	280	427	%21.23	24	12	12	
467	222	245	%13.27	15	8	7	
3294	1457	1837	%100	113	59	54	

❖

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2008-2007

(6) ()

(515)

% 85.83

(515)

%15.63

:(2)

%		
53.2	274	
46.8	241	
100.0	515	

:(3)

%		
31.8	163	
37.3	191	
21.7	111	+
9.2	47	
100.0	512	

(3) :

(512).

(4):

%		
26.6	137	5
24.1	124	10 - 5
49.3	254	10
100.0	515	

(5):

%		
15.7	81	
19.2	99	
15.0	77	
16.7	86	
18.8	97	
14.6	75	
100.0	515	

⋄ :

"

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(300)

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:Referees Validity



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(1) (2) (22)

(7)

14	
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Internal Validity

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.(127 :1994) "

(50)

"Statistical Packages for

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Social Sciences" SPSS

()

(8)

*

$\alpha = 0.05$

(8)

()

(Sig)			
* 0.000	0.810		1
* 0.000	0.877		2
* 0.000	0.827		3
* 0.000	0.820		4
* 0.000	0.813		5
* 0.000	0.816		6
* 0.000	0.686		7
* 0.000	0.723		8
* 0.000	0.763		9
* 0.000	0.813		10
* 0.000	0.846		11
* 0.000	0.867		12
* 0.000	0.730		13
* 0.000	0.802		14

$\alpha = 0.05$

*

()
 $\alpha = 0.05$

(9) *

(9)
()

(Sig)			
* 0.000	0.646		1
* 0.000	0.851		2
* 0.000	0.797		3
* 0.000	0.885		4
* 0.000	0.832		5
* 0.000	0.755		6
* 0.000	0.768		7
* 0.000	0.777		8
* 0.000	0.786		9
* 0.000	0.745		10
* 0.000	0.781		11
* 0.000	0.851		12
* 0.000	0.879		13
* 0.000	0.856		14

. $\alpha = 0.05$

*

) (10) *

(
 $\alpha = 0.05$

(10)

()

(Sig)			
* 0.000	0.834		1
* 0.000	0.745		2
* 0.000	0.738		3
* 0.000	0.728		4
* 0.000	0.822		5
* 0.000	0.835		6
* 0.000	0.891		7
* 0.000	0.846		8
* 0.000	0.823		9
* 0.000	0.821		10
* 0.000	0.783		11
* 0.000	0.841		12
* 0.000	0.763		13

. $\alpha = 0.05$

*

) (11) *

(
 $\alpha = 0.05$

(11)
()

(Sig)			
* 0.000	0.784		1
* 0.000	0.869		2
* 0.000	0.820		3
* 0.000	0.891		4
* 0.000	0.866		5
* 0.000	0.914		6
* 0.000	0.909		7
* 0.000	0.840		8
* 0.000	0.866		9
* 0.000	0.868		10
* 0.000	0.787		11
* 0.000	0.827		12
* 0.000	0.798		13

$\alpha = 0.05$

*

) (12) *

(

$\alpha = 0.05$

(12)

()

(Sig)			
* 0.000	0.807		1
* 0.000	0.790		2
* 0.000	0.745		3
* 0.000	0.825		4
* 0.000	0.836		5
* 0.000	0.843		6
* 0.000	0.860		7
* 0.000	0.766		8
* 0.000	0.673		9
* 0.000	0.604		10
* 0.000	0.802		11
* 0.000	0.787		12

$\alpha = 0.05$

*

:Structure Validity

(13)

(13)

(sig)			
* 0.000	0.925		1
* 0.000	0.955		2
* 0.000	0.956		3
* 0.000	0.940		4
* 0.000	0.902		5

.α =0.05

*

(13)

α= 0.05

:Reliability



Cronbach's

Alpha Coefficient

$$\frac{(2 - 1)}{2} = \frac{1}{2}$$

=

=2

(89 :1984

) .

= 2

:(14)

(14)

0.944		1
0.956		2
0.957		3
0.969		4
0.939		5
0.985		

(14)

(0.985)

(3)

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❖

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(3

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(4)

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(600)

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2008-2007

Statistical Packages

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	(SPSS) for the Social Sciences	(1
	(Cronbach's Alpha)	(2
	(Pearson Correlation Coefficient)	(3
	(T-Test)	T (4
	3	
	(Independent Samples T-Test)	T (5
	(One Way Analysis of Variance - ANOVA)	(6
	(Levene's Test)	(7
(Bonferroni)		(8
(Tamhane)		

الفصل الخامس

نتائج الدراسة الميدانية وتفسيرها

❖ اختبار أسئلة وفرضيات الدراسة.

❖ التحليل الوصفي لمجالات الاستبانة.

❖ عرض وتحليل فقرات الاستبانة.

❖ التوصيات.

❖ المقترحات.

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(SPSS)

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*

(T- Test) T

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(3)

(3)

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.(3)

:

(SPSS

) (0.05

Sig) Sig > 0.05

(3)

(0.05

Sig) Sig < 0.05

:

.

:

(15)

%	
%2.5	
%7.1	
%23.8	
%42.4	
%24.2	

%9.6 (15)

%66.6

%23.8

T

(3)

.(16)

(16)

(Sig.)

**28.84	39.92	%75.37	248.73	

0.05

**

248.73

(16)

) %60

%75.37

28.84

T

(

$\alpha = 0.05$

0.000

(Sig.)

()

(%100)

.(17)

(17)

%100-90	%89-80	%79-70	%69-60	%59-50	

(%60)

(%100 - %60)

%75.37

:

" 2007 31 -30 "

(18)

(18)

2	**28.96	9.33	%77.01	53.91		1
3	**24.99	9.33	%74.67	52.27		2
4	**19.60	9.20	%72.23	46.95		3
1	**33.60	9.13	%80.81	52.52		4
5	**18.09	8.88	%71.81	43.08		5

0.05

**

()

(18)

%80.81

:

•

•

•

•

(1996)

%77.01

()

(1996)

()

: %77.01

%74.67

()

:

•

()

:

%72.23

•

•

•

() (1996)

%71.81

(2003

()

%70.6

: ❖
:
: ❖
%7.4 (19)

%22.0

(3) ()
(19)
(19)

T

%	
%1.8	
%5.6	
%22.0	
%43.9	
%26.7	

" " (14-1)

(3)

T

.(20)

(20)

" "

(Sig.)

**25.80	5	0.89	%80.27	4.01		1
**30.19	2	0.84	%82.46	4.12		2
**22.18	10	0.86	%76.95	3.85		3
**23.89	9	0.86	%78.20	3.91		4
**25.62	3	0.90	%80.47	4.02		5
**24.42	7	0.90	%79.45	3.97		6
**11.81	14	1.00	%70.43	3.52		7
**24.63	6	0.91	%79.96	4.00		8
**28.69	1	0.91	%83.18	4.16		9
**24.50	8	0.88	%78.91	3.95		10
**26.89	4	0.85	%80.31	4.02		11
**13.27	12	0.97	%71.37	3.57		12
**13.95	13	0.91	%71.19	3.56		13
**16.36	11	0.96	%73.81	3.69		14
**28.96		9.33	%77.01	53.91		

0.05

**

53.91

" "

(20)

T

"%60"

%77.01

0.000

(Sig.)

28.96

$\alpha = 0.05$

(3)

()

:

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•

•

(Brown,2001)

(Brice,1999)

)

.(2001

•

.(2000)

" (9)

(20)

"

:

%83.18

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•

()

" (2)

: %82.46

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(2007)

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" (5)

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%80.47

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•

()

(Halpin & Croft)

(12)

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" (12)

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%71.19

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(13)

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" (13)

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%71.19

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" (7)
: .%70.43

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(2002)

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%9.3 (21)

%65.6

%25.1

(21)

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%	
%2.4	
%6.9	
%25.1	
%44.6	
%21.0	

" "

(14-1)

T

(3)

(22)

(22)

:

(Sig.)

**21.52	6	0.89	%76.85	3.84		1
**20.38	8	0.87	%75.71	3.79		2
**20.61	9	0.86	%75.64	3.78		3
**22.80	3	0.92	%78.52	3.93		4
**24.72	2	0.87	%78.91	3.95		5

**25.73	1	0.89	%80.27	4.01		6
**15.89	12	0.96	%73.57	3.68		7
**22.83	5	0.88	%77.82	3.89		8
**17.24	11	0.94	%74.21	3.71		9
-0.65	14	1.02	%59.42	2.97		10
**11.09	13	0.96	%69.43	3.47		11
**21.25	7	0.86	%76.07	3.80		12
**19.00	10	0.91	%75.25	3.76		13
**22.22	4	0.91	%77.82	3.89		14
**24.99		9.33	%74.67	52.27		

0.05

**

52.27

" "

(22)

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"%60"

%74.67

0.000

(Sig.)

24.99

$\alpha = 0.05$

(3)

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(2001)

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(Hohl,2006) (1999)

" (6) (22)
: .%80.27

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" (5)
%78.91
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10

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" (3)
%78.52
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" : %73.57 " (7) (12)

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" : %69.43 " (11) (13)

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" : %59.42 " (10)

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❖
_____ :
%11.7 (23)

%60.0

%28.2

(23)

:

%	
2.8%	
8.9%	
28.2%	
42.3%	
17.7%	

":

(13-1)

T

"

(3)

.(24)

(24)

(Sig.)

**35.94	1	0.76	%83.92	4.20		1
**26.66	3	0.82	%79.22	3.96		2
**26.66	2	0.86	%80.28	4.01		3
**10.43	10	0.96	%68.87	3.44		4

**12.14	8	1.00	%70.74	3.54		5
**14.03	6	0.95	%71.81	3.59		6
**9.88	12	0.96	%68.36	3.42		7
**11.17	9	0.95	%69.35	3.47		8
**9.04	13	0.97	%67.80	3.39		9
**12.77	7	0.95	%70.75	3.54		10
**13.91	5	0.99	%72.10	3.61		11
**9.49	11	1.02	%68.50	3.43		12
**15.06	4	0.95	%72.58	3.63		13
**19.60		9.20	%72.23	46.95		

0.05

**

"

"

(24)

"%60"

%72.23

46.95

0.000

(Sig.)

19.60

T

$\alpha = 0.05$

(3)

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" (1)

(24)

%83.92

"

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•

•

" (3)

%80.28

"

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•

•

" (2)

%79.22

:

"

•

•

"

" (12)

:

% 68.50

(11)

•

•

"

" (7)

:

%68.36

(12)

•

•

"

" (9)

:

%67.80

•

•



:

%5.4 (25)

%78.0

%16.6

(25)

:

%	
%1.6	
%3.8	
%16.6	
%43.0	
%35.0	

"

(13-1)

T

"

(3)

.(26)

(26)

:

(Sig.)

**28.35	6	0.87	%81.86	4.09		1
**31.15	4	0.81	%82.33	4.12		2
**29.56	3	0.87	%82.71	4.14		3

**28.98	5	0.86	%82.00	4.10		4
**20.70	12	0.97	%77.78	3.89		5
**26.73	8	0.90	%81.25	4.06		6
**26.83	9	0.85	%80.23	4.01		7
**29.00	7	0.83	%81.33	4.07		8
**24.84	11	0.85	%78.74	3.94		9
**18.42	13	1.02	%76.61	3.83		10
**35.23	1	0.83	%85.86	4.29		11
**33.39	2	0.85	%85.09	4.25		12
**22.26	10	1.01	%79.84	3.99		13
**33.60		9.13	%80.81	52.52		

0.05

**

"

(26)

%80.81

52.52

"

(Sig.)

33.60

T

"%60"

$\alpha = 0.05$

0.000

:

()
(National School Safety Center, 1988)
(2007)

" (11)
: %85.86

" (12)
: %85.09

" (3)
%82.71

:

•

•

•

" (9)
%78.74 (11)

:

•

•

(2007)

" (5)
%77.78 (12)

:

•

•

"

:

%76.61

" (10)

•

•

•

❖
_____ :
%14.4 (27)

%57.8
%27.8

(27)

:

%	
%3.9	
%10.5	
%27.8	
%37.7	
%20.1	

": (12-1)

T "

(3)

.(28)

(28)

(Sig.)

**23.54	4	0.84	%77.43	3.87		1
**19.97	5	0.86	%75.14	3.76		2
**14.85	6	0.96	%72.58	3.63		3

**29.63	1	0.87	%82.73	4.14		4
**24.22	2	0.97	%80.78	4.04		5
**22.43	3	0.92	%78.29	3.91		6
**13.61	7	1.04	72.50	3.63		7
**6.76	10	1.08	%66.41	3.32		8
**8.13	8	1.12	%68.05	3.40		9
**3.55	11	1.05	%63.27	3.16		10
*-1.37	12	1.00	%58.79	2.94		11
**8.35	9	1.02	%67.55	3.38		12
**18.09		8.88	%71.81	43.08		

0.01

**

0.05

*

" " (28)
T "%60" %71.81 43.08
0.000 (Sig.) 18.09
 $\alpha = 0.01$

(3)

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•

•

"

" (4)

(28)

:

%82.73

•

•

•

" (5)

:

%80.78

"

•

•

"

" (6)

:

%78.29

•

•

"

" (8)

:

%66.41

(10)

•

•

"

" (10)

:

%63.27

(11)

•

•

" (11)
.%58.79

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*

$(\alpha \leq 0.05)$

):

(

:

$(\alpha \leq 0.05)$

-1

()

T

.(29)

() : (29)
(Levene's Test)
(Sig.)

$\alpha = 0.05$

T (Sig.) " : "
 $\alpha = 0.05$

" "

:

"

"

•

•

•

(2003)

" " $\alpha = 0.05$ T (Sig.)

(1996)

:

•

•

$(\alpha \leq 0.05)$

-2

+)

.(

(One Way Analysis of Variance, ANOVA)

.(30)

ANOVA : (30)

	"F"					
0.333	1.137	0.492	3	1.476		:
		0.433	508	219.733		
			511	221.208		
0.319	1.174	0.511	3	1.534		:
		0.435	508	221.168		
			511	222.702		
0.116	1.981	0.982	3	2.946		:
		0.496	508	251.768		
			511	254.714		
0.910	0.179	0.088	3	0.263		:
		0.489	508	248.634		
			511	248.898		
0.881	0.222	0.123	3	0.369		:
		0.554	508	281.538		
			511	281.907		
0.430	0.921	0.337	3	1.011		:
		0.366	508	185.764		
			511	186.775		

(2.622)

0.05

(508 3)

F

:

(30)

(Sig.)

$\alpha = 0.05$

:

•

+

(2003)

(1996)

:(31)

	+			
3.807	3.835	3.856	3.954	:
3.628	3.714	3.735	3.813	:
3.520	3.572	3.603	3.737	:
4.055	4.077	4.030	4.079	:
3.554	3.585	3.585	3.635	:
3.714	3.760	3.766	3.848	

($\alpha \leq 0.05$)

-3

5) (5)"

." (10) (10

(One Way Analysis of Variance, ANOVA)

.(32)

ANOVA :(32)

	"F"					
0.554	0.590	0.255	2	0.511		:
		0.432	512	221.434		
			514	221.945		
0.420	0.869	0.377	2	0.754		:
		0.434	512	222.305		
			514	223.059		
0.296	1.219	0.605	2	1.211		:
		0.496	512	254.179		
			514	255.389		
0.053	2.949	1.420	2	2.840		:
		0.482	512	246.566		
			514	249.406		
0.248	1.399	0.766	2	1.532		:
		0.548	512	280.422		
			514	281.954		
0.243	1.419	0.516	2	1.031		
		0.363	512	186.003		
			514	187.034		

(3.013)

0.05

(514 2)

F

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(32)

(Sig.)

$\alpha = 0.05$

:(33)

10	5 10	5	
3.897	3.824	3.899	:
3.785	3.697	3.723	:
3.655	3.545	3.664	:
4.130	3.954	4.023	:
3.653	3.544	3.544	:
3.827	3.717	3.776	

$(\alpha \leq 0.05)$

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(One Way Analysis of Variance, ANOVA)

.(34)

ANOVA :(34)

	"F"					
0.256	1.315	0.566	5	2.831		:
		0.430	509	219.114		
			514	221.945		
*0.009	3.094	1.316	5	6.580		:
		0.425	509	216.479		
			514	223.059		
0.320	1.176	0.583	5	2.916		:
		0.496	509	252.473		
			514	255.389		
*0.001	4.090	1.927	5	9.633		:
		0.471	509	239.773		
			514	249.406		
*0.019	2.725	1.470	5	7.352		:
		0.539	509	274.602		
			514	281.954		
*0.034	2.435	0.874	5	4.369		
		0.359	509	182.665		
			514	187.034		

(2.232)

0.05

(509 5)

F

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0.05

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(34)

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(Sig.)

$\alpha = 0.05$

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(Sig.)

$\alpha = 0.05$

(Tamhane)

(Bonferroni)

(35)

(Levene's Test)

:(35)

(Sig.)		
*0.013	2.905	
*0.009	3.108	
0.053	2.199	
0.065	2.093	

0.05

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(35)
 (Levene's Test)
 " : (Sig.)
 $\alpha = 0.05$ "

(Tamhane)
 " "

(Sig.)
 $\alpha = 0.05$ 0.053
 (Bonferroni)

- (Bonferroni) :(36)

(Sig.)	(I-J)	(J)	(I)
1.000	-0.03660		
0.999	0.09276		
0.626	0.19570		
0.999	-0.07676		
0.645	0.21869		
0.948	0.12936		
0.224	0.23230		
1.000	-0.04016		
0.292	0.25529		
0.998	0.10294		
0.625	-0.16952		
0.994	0.12593		
*0.046	-0.27246		
1.000	0.02299		
0.091	0.29544		

(Sig.)	(I-J)	(J)	(I)
0.986	0.11428		
1.000	0.02638		
0.147	0.30363		
0.916	0.13603		
*0.015	0.39518		
0.999	-0.08789		
0.731	0.18935		
1.000	0.02176		
0.154	0.28090		
0.242	0.27724		
0.984	0.10965		
*0.028	0.36879		
0.839	-0.16759		
1.000	0.09155		
0.211	0.25914		
0.148	0.28512		
1.000	0.20915		
0.401	0.25266		
1.000	0.17376		
*0.008	0.40987		
1.000	-0.07597		
1.000	-0.03245		
1.000	-0.11136		
1.000	0.12475		
1.000	0.04351		
1.000	-0.03539		
1.000	0.20072		
1.000	-0.07891		
1.000	0.15720		
0.556	0.23611		

(Sig.)	(I-J)	(J)	(I)
1.000	0.05440		
1.000	0.07753		
0.547	0.19453		
1.000	0.03116		
0.043	0.26679		
1.000	0.02313		
1.000	0.14013		
1.000	-0.02324		
0.314	0.21239		
1.000	0.11700		
1.000	-0.04636		
0.781	0.18926		
0.993	-0.16337		
1.000	0.07226		
0.162	0.23562		

0.05

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(Sig.)

. $\alpha = 0.05$

0.046

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$\alpha = 0.05$

0.015

(Sig.)

0.028

(Sig.)

$\alpha = 0.05$

(Sig.)

$\alpha = 0.05$

0.008

(Sig.)

$\alpha = 0.05$

0.043

:(37)

3.742	3.946	3.829	3.851	3.951	3.926	:
3.585	3.881	3.608	3.711	3.841	3.804	:
3.515	3.694	3.526	3.666	3.695	3.663	:
3.824	4.083	3.915	4.193	4.105	4.219	:
3.409	3.645	3.566	3.609	3.533	3.819	:
3.619	3.855	3.692	3.809	3.832	3.886	

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قائمة المراجع

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قائمة الرسائل والدوريات:

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ملحق الدراسة

❖ ملحق رقم (1) الاستبانة في صورتها الأولية قبل التحكيم.

❖ ملحق رقم (2) قائمة بأسماء المحكمين.

❖ ملحق رقم (3) الاستبانة في صورتها النهائية.

❖ ملحق رقم (4) تسهيل مهمة: موجه من عمادة الدراسات العليا

بالجامعة الإسلامية إلى وكيل وزارة التربية والتعليم العالي.

❖ ملحق رقم (5) تسهيل مهمة: موجه من وكيل وزارة التربية والتعليم

العالي إلى مديري التربية والتعليم بمحافظات غزة.

❖ ملحق رقم (6) قائمة بأسماء مدارس عينة الدراسة.

ملحق رقم (1) الاستبانة في صورتها الأولية قبل التحكيم

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طلب تحكيم استبانة

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ملحق رقم (2) قائمة بأسماء المحكمين

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المجال الأول: المعلمين

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المجال الرابع: الأبنية والمرافق والتجهيزات المدرسية

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Palestinian National Authority
Ministry of Education & Higher Education
Deputy Minister Office



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب الوكيل

الرقم : وات غ / مذكرة داخلية ٢٧٦٦
التاريخ : 2007/12/5

السادة / مديرو التربية والتعليم - محافظات غزة حفظهم الله،،،
السلام عليكم ورحمة الله وبركاته،،،

الموضوع : تسهيل مهمة بحث

يقوم الباحث / سامي عوض الله جاد الله رباح ، والمسجل لدرجة الماجستير في التربية تخصص أصول التربية / إدارة تربوية بالجامعة الإسلامية بعمل بحث بعنوان " دور مديري المدارس الثانوية بمحافظة غزة في تحسين المناخ التنظيمي بمدارسهم وسبل تطويره " .
لامانع من قيام الباحث من تطبيق أداة بحثه وهي استبانة على عينة عشوائية من معلمي المدارس الثانوية بمحافظة غزة ، وذلك حسب الأصول .

تفضلوا بقبول فائق الاحترام ،،،

د. محمد أبو شوشة
وكيل وزارة التربية والتعليم العالي



السادة مديرو المدارس الثانوية
تحية طيبة ،
يرجى مساعدتكم مع سادتي لتعبئة
استبانة البحث ،
شكراً
سيد الوكيل
كوائل
١١ / ١٢ / ٢٠٠٧
نسخة : الملف

ملحق رقم (6) قائمة بأسماء مدارس عينة الدراسة

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